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ABSTRACT

This paper provides guidelines for writing and classifying scenarios for classroom practice of language skills through the strategic interaction method. The scripts, used for spontaneous or rehearsed role-playing or transactional games, are rated according to their information load (grammatical complexity), interactional value, and transactional or negotiating value. They are illustrated with a variety of scenario examples in Japanese and English. Sixteen interaction scenario topics based on common situations are described: a traffic accident, a visit to a body shop, negotiation of a deal, telephoning the previous owner of one's home, a job interview, talking with a travel agent, negotiations in a restaurant or hotel, a court scene, an employer-employee conversation, dealing with apartment neighbors, arrest for speeding, damaging someone's property, retrieving a rental deposit, being stopped for disorderly conduct, and problems common to foreigners. Techniques for classroom presentation are suggested, and types of transactional scenarios are described. The transactions include buy-sell situations focusing on positive options, negative options, and positive aggressive options. (MSE)

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STRATEGIC INTERACTION:
A FRAGMATIC APPROACH TO BUSINESS NEGOTIATION

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Introduction

Spontaneity in language creation in believable in-country settings is crucial to communicative competence and communicative performance. Towards this end, foreign language teachers should adopt methods that foster on-the-spot creative skills, i.e., "metaphor is a greater creative force than grammatical innovation" (Di Pietro, 1976). In order to accomplish this, specific scripting categories are proposed in this paper to be used in DiPietro's Strategic Interaction methodology (SI).

The focus of this paper is on scenario writing. Scenarios with options written out in script form, scenarios to be used in spontaneous or rehearsed role playing, scenarios to be used in spontaneous or rehearsed transactional "games", and a method for categorizing and critiquing scenarios are delineated.

Scenarios may be based on grammar, on the roles of the participants, on the transaction or negotiation, or on the information option in combination with the situational protocols demanded by the setting or context. Coulthard (1977), regarding setting states: "All speech events occur of necessity in time and space - sometimes it is one of the defining criteria of an event that it occurs at a specific time or in a specific place."

Scenarios based on grammar are well-known from traditional texts. The stress is on grammatical artifact rather than on a believable situation. For example:

A: What are you doing, Barney?

B: I'm writing a letter to my Mom.

What are you doing, Al?

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A: I'm studying my English homework.

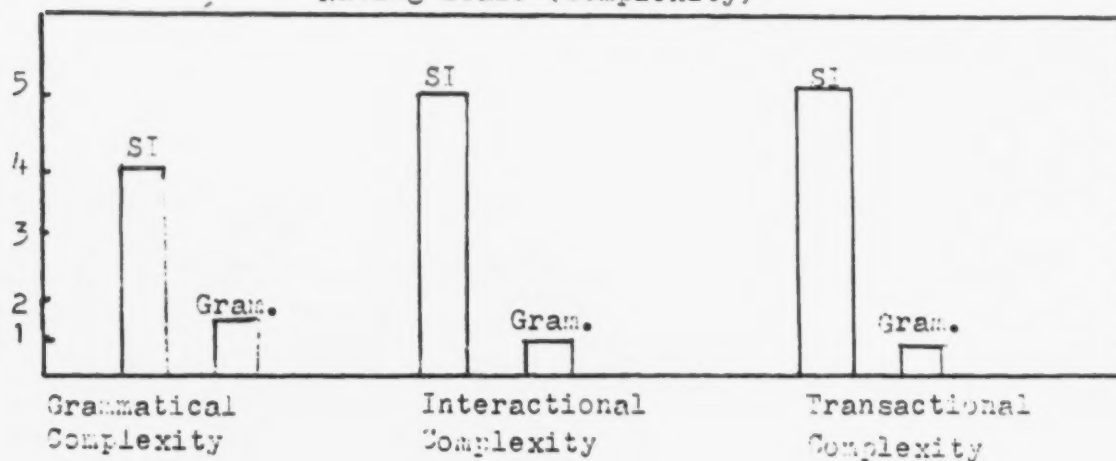
B: How's it going?

A: It's going well. How's your letter writing going?

B: It's going well. I'm just finishing now. I'm working on my present progressives.

Scripts or scenarios should be judged according to length of utterance, syntactic variation, and upon the information as communicative skill within realistic interactional and transactional bounds. See Salah (1983). The interactional dimension or role value as a pedagogical vehicle on this scale refers to how well a role can match up with and satisfy a particular student's personality. The transactional dimension or the value of negotiable aspects of a scenario as a pedagogical vehicle on this scale refers to how well a negotiable aspect can be utilized to create a dramatic conflict that will interest and teach the students. The number of syllables per utterance is chosen, for Japanese, as the rating scale for grammatical complexity (since this Strategic Interaction method is focused on performance). Lengthy utterances are simply more difficult to perform than are short ones.

Rating Scale (Complexity)



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The above dialog would be rated as a grammatically based one. The grammatical rating, on an arbitrary 5 point scale with one as "easy," would be "one." In the above dialogue, the length of utterance varies from four syllables to ten. Judged on how easily a person could slip into Al's or Barney's shoes, the interactional level rating would be near zero. Judged by the negotiation or transactional strength, the rating would also be close to zero.

Textbook editors must realign their sights and begin to recognize that the 2nd language students, although naive in the L_2 , are not noncommunicating idiots; thus, they can intuitively recognize reality or believable situations and can surely recognize that the above dialogue, although plausible, is not a replication of an actual conversation.

Additionally, when the grammatical material is presented in this way, the adult students' structural curiosity is saturated, while the younger students' curiosity is dulled. Out of the classroom, they have no incentive, motivation, or (in the L_1 environment) any opportunities for going out and practicing their conversational skill. I propose that the conversational skill be taught in the classroom, while the grammatical accuracy may be learned from any number of texts of the students choosing outside of class. When confronted with real situations that tax their skills and their egos on a regular basis, students will be motivated to not only improve their basic-life-skills in confronting the scenario's problems while using the language, but will feel a strong incentive to get out-of-class information in order to improve their syntactic

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and phonological accuracy. This out-of-class self-prescribed homework is, of course, readily available in many texts already on the market in the United States.

So, the situation may be reversible. Instead of studying the perfect grammar and perfect duplication of sound, and then complaining about their foreign language classes at home at night, students can share and discuss real life problems in class using the target language as a tool to achieve a satisfying solution and then study the perfect grammar, vocabulary, morphology, and phonology at night if they wish.

Scenarios with options written out in script form follow. Ideally, these should be written by the students, so that their own ideas may be incorporated into each script. However, at an elementary level, students need firm guidance, so for some teachers, scripts such as the following might be necessary.

Businessmen, active in negotiating sessions, should be encouraged to bring up ideas for simulations based on actual negotiating experience. The opportunity to discuss options, reassess linguistic, cultural, and bargaining strategies, and to vent frustrations is a valuable one that SI seizes and draws its strength from. Businessmen may need a model or sample negotiating session to generate their ideas, but after initial use of a model scenario, those experienced in negotiation should be able to contribute.

In the first sample scenario, an ambitious clerk wants to sell a junky ashtray to a shopper who has only \$10.00 to buy two gifts, one for a man and one for a woman. This tension-creating device is clearly plausible and recognizable in any shopping area of the world.

Scenario with Options (Gift Shop)

Japanese Surface Form:

A: Irashaimase. Nani o itashimasō ka?

B: Betsu ni.

A: Hoshii mono ga attara
yonde kudasai.

B: Dōmō.

B: Dansai to josei no omyage de :an sen en
de kaeru mono ga arimas ka? (o sagashiteimasu)

A: Kore wa dō des ka? Kirei na haizara ga
2A arimas. Kono mise no ichiban ii no des.

2B: Tabako wa suwanai hito des.

3A: Kochira wa pen seto des.

3B: Ji ga kakenai hito des.

4A: Sochira wa kabin (hankachi) des.

4B: Ii des nē (nē)

B: Sore wa ii deshō. (kamooshiremasen) (darō)

B: Sore ni shimas. (shimashō)

B: Sō des ne.

B: Hoka ni wa nai des ka?

5A: Sochira no wa dō des ka?

B: Mā mā.

B: Ikura des ka?

6A: Mi sen en des.

A: Sen go hyaku en de gozaimas.

B: Skoshi takai des nē. (nē)

B: Ja, sore ni shite kudasai.

B: Josei no yō ni shite, dansai no hō wa
kekko des. (betsu no wa arimaska?)

B: Iie. Miteiru dake des.

B: Betsu ni.

B: Kekko des.

A: Ah sō des ka?

A: Ah (sō ka)

B: Kono hankachi (pen seto) wa ikura deska

A: San en des. (ni san yon go)

B: Okurimono yō ni tsutsumde kudasai.

B: Ikura?

A: Tada des.

B: Onegai shimas.

A: Hai.

A: Onatase shimasta.

A: Yoroshii (ii) des ka?

B: Hai. (Ee) Kekko des.

A: Arigato gozaimashta.

Scenario with Options

English Surface Forms (Gift Shop)

B: No. Just looking.

A: Tell me if you need anything.

B: Sure. Thanks.

A: May I help you?

B: I'm looking for two gifts for a man and a woman, but I only have ten dollars.

A: Come right this way. We've got a line of
2A beautiful ashtrays here. They're our finest.

2B: They don't smoke.

3A: Here are some pen sets.

3B: They can't write.

4A: Our vases (handkerchiefs) are over there.

4B: These are nice.

B: That would be fine.

B: I'll take that.

B: Hmmh.

B: Don't you have anything else?

5A: How is (do you like) that one?

B: So so.

B: How much is it?

6A: \$8.00.

A: \$6.00, sir.

B: That's a little high.

B: Well, I'll take it

B: That would be fine for the woman, but I think I'll look somewhere else for the man's. Do you have something else?

B: No, I'm only looking.

B: Just looking.

B: No thanks.

A: Oh.

A: Oh, (sure).

B: How much are the handkerchiefs (pens)?

A: 1000 yen. (2,3,4,5)

B: Could you gift wrap them?

B: How much would that cost?

A: It's free.

B: Great. I'll take them.

A: OK.

A: Sorry it took so long.

A: Do they look OK?

B: Yes. Perfect.

A: Thank you very much.

Grammatical Grid (Japanese) Gift Shop

	A: Polite welcome form and question with rising intonation	
B: Neg.	Declar + connector + question	B: Neg + pres. prog.
A: Conditional + polite command	B: Be V or pres. prog. V	B: Neg.
B: Exclamative gratitude.	A: Question	B: Declar + falling intonation
	2A: Be declar. Substantive no.	A: Exclam + question + falling inton.
	2B: Neg. rel. cl. and be declar.	A: Exclam. + fall inton.
	3A: Declar	B: Question
	3B: Neg. rel. cl. + Be.	A: Declar.
	4A: Declar.	B: Polite command
	4B: Declar. + tag - nā - Masc. nē - Fem.	B: Question
	B: Declar + probability Fem (Kamo shiremasen) Masc (darō)	A: Declar.
	B: Do form (Let's form)	B: Request.
	B: Affirm + tag + falling intonation	A: Exclam. affirm.
	B: Question	A: Polite past tns V.
	5A: No as substantive + Be question.	A: (Polite) question.
	B: Exclam. + falling inton.	B: Exclam. affirm. Declar + mid-inton.
	B: Question	A: Polite past tns.
	6A: Number + Be	
	A: Number + Be + polite ending.	
	B: Be + Tag	
	B: Exclam + polite command	
	B: Declar + Do + connector + Be (or question)	

Interactional Grid for Japanese

A: Shop Clerk, obeying social norms
with customer.

B: Plays informative customer role.

B: Minimal reciprocation
through negation

A: Project polite request
in same role.

B: Polite minimal recognition
of role.

A: Guide Role

A: Descriptive Role

B: Accepting role play
separate for male
and female Japanese

B: Attacks articles
Attacking role
Contestant role

A: Acceptance

A: Rejection

B: Asking further info

B: (leaves store)

A: Informative role
Descriptive

B: Rejection + more
info asked for

A: Inform role

B: Accepting role

B: Customer not wishing to have
clerk interact
Superior air

A: Clerk, personal feeling comes
through. Inferior role recognized.

B: Curt request role as superior.

A: Politely informing as inferior.

B: Superior
Curt command/request form

A: Subordinate compliance

B: Superior reciprocation

A: Role of polite acknowledgement
as subordinate.

Japanese Transactional Grid

A: Polite Welcome. Polite opening to sell.

B: Opening is rejected.

B: Acceptance of opening

B: Opening rejected.

A: Protocol terminating request

A: Soft-sell strategy

A: Hard-sell of junky ashtrays (garish handkerchiefs)

A: Rejection taken personally (wants others to feel sorry) (or feels sorry for self)

B: Protocol terminating reply

B: Acceptance + suppliance

B: Counter-attack

B: Commander's request.

A: Informing in order to sell

A: Counter-attack hard sell

A: Simple info -- hurt inferior

B: Information asking to accept or reject sale

B: Rejection (Action)

B: Superior's command

A: Informing in order to sell

A: Inferior compliance appeal to superior's patience by ritualized expression -- Superior acceptance

B: Acceptance

B: Inferior's ritualized expression.

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For the above gift shop scenario, the rating would be based on the interactional and transactional levels. the utterance length rating of the Japanese for American students ranges from elementary two-syllable utterances to thirteen syllables in the left and right columns, to intermediate level utterances in the center columns of up to twenty syllables; so, the ratings would range from one (two syllables) to three (thirteen syllables) to four (twenty syllables). The syntactic complexity ranges from "Domo" to "Hoshii mono ga attara yonde kudasai." Refer to G-Grid for the grammar notes.

On the interactional level, this is relatively easy, since it is recognizable as a real situation and the student can see the real choices available. Picturing oneself in a Japanese gift shop is certainly possible, so a rating of three is just.

On the transactional level, the negotiations may be very strongly played or they may be subtly underplayed according to the personalities of the students involved. Since the transaction may be easily recognized, played to the hilt, and judged as to who "won" or "lost," this rating would be a two or three.

A scenario such as this is analogous to many business discussions and helps illuminate where cultural barriers might be erected, such as the extremely polite, seemingly apologetic nature of the Japanese salesperson.

In this SI method, the classroom time is divided into three segments: rehearsal, performance, and debriefing. The rehearsal stage is for small group formation for discussion of role assignment, development of transactional strategies, and practice of words, phrases, and sentences provided by the group members and

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the teacher. In this stage new vocabulary, syntax, and pronunciation can be rehearsed. In addition, learners can share their strengths, learn from the teacher, and write their scenario.

In the performance stage, the conflicts in the different roles and factors involving the bargaining should be apparent. These apparent differences create what DiPietro calls "dynamic tension". Within the performance, this tension can have a salubrious effect on memory and brings into play Krashen's notion of the affective filter, which may be high or low depending on how well each role fits each participant. The monitor underuser may be the most effective performer in this stage.

In the third segment, debriefing, the students have an opportunity to satisfy their monitors, in Krashen's (1981) sense of the term, by discussing the effective and ineffective aspects of the scenario. Each student can ask anything about whatever detail, grammatical, semantic, lexical, or cultural, is bothering him. By allowing for different learning styles (monitor overuse or underuse and affective needs) to function in each of the three stages, SI tries to accommodate a wide range of personalities and to make each learner's experience richer.

In the following apartment inspection scenario, the idea was conceived as a result of the author's own experiences in Japan and in a recent experience in subletting an apartment in Newark, NJ to Arab students. In these experiences, the informational, interactional, and transactional grids were made apparent by the information exchange, the role playing of native host-owner and foreign-guest-renter, and the negotiation of complaints, maintenance, and

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price. While showing the apartment to the Arab E.S.L. students in the University of Delaware English Language Institute, it became obvious that they did not know how to go through an apartment or how to ask questions of the owner. They could only say, "Nice."

In Japan or the United States, added tension is apparent when the real estate agent is prejudiced towards the nationality of the renters. My wife and I experienced that prejudice in central Japan. It is likely that Arabs could experience a different kind of prejudice from Jewish landlords, not to mention WASP landlords. This conflict, creating dynamic tension, may be resolved through the use of multiple options, a few of which are delineated below.

Japanese Surface Forms

- A: Ohairi kudasai. Kore gagenkan des.
(Haite.)
- B: (naa)
Kitanai des ne.
- Ammari ski janai (des) ne.
Hairitakunai.
Hairanai hō ga ii des.
Kaerimashō.
Minaide Kaerō.
- A: Doshite? Nani ka warui (no)
des ka? (Doshitandes ka?)
- B: Kitanasugimas. (Kitanasugiru.)
Pačio ga chiisasugimas. (ru), (des)
(niwa), (mado), (genkan)
Mado ga sukunasugimas. (ru), (des)
" " takusan " (ō) " "
Kurasugimas. (ru), (des) ne
Naka wa kurai no des. (Kurai des naa)
A: Sore wa sō desuga naka wa hontō ni
kirei des. (akarui) (hirai) (ōkii)
Ki ni iru to omoimas.
- B: Kekko des. Kaerimashō. (Ii des.
Kaerō.) Betsu no tokoro e ikimashō.
(Betsu no apato o mirō.)
- A: Saa, apato K-seben e ikimashō.
Maa, " " ni itte mimashō.
- B: Kutsu o mukanakereba ikemasenka?
- A: Ee. (Hai) Ware ware no shukan des.
Kono kutsu-bera dōsō.
- B: Kutsu o mugukoto ga kirai des.
Fuben des.
- A: Oheya o mimashō.
" ni hairimashō.
Ii des na. (ne)
Kirei da nāa. (des nē)
- B: Demō, kutsushita ga kitanaku
narimasenka?
(narimaska?) (naranai ka)
- A: Sō demo arimasen. Nihonjin
wa uchi o itsumo kirei ni shimas.
- B: Kabi to sakana no nioiga shimasu gā
- A: AA, sō deska? Nantonaku wakarimasen.
Sono hazu wa arimasen.
- B: Ah sō deska. Kaerimashō!
Mō takusan des.

- A: Hai. Sulipa dōsō.
- B: (Kore wa) dōmo (arigatō).
- A: Oheya o mimashō ka?
- B: Okō. Kore wa ima des ka?
- A: Sō des ne. Ima to shokudō to shin-
hitsu o kaneteimas. (des)
- B: Dō iu imi des ka?
- A: Nihonjin wa hitotsu no heya de
tobetari asondari netari shimas.
- B: Beddo wa doko ni arimaska?
- A: Beddo wa kore des. Futon to iimas.
Tatande oshidoreni iremas. Naka o
mite kudasai.
- B: Hai. Wakarimashta. (Wakarimasen.)

Scenario with Options

English Surface Forms

Apartment (House) Inspection (1)

- A: Come on in. This is the entrance hall.
- B: This is filthy. I don't like the look of it. Let's not go in. Let's turn back.
- A: What's wrong?
- B: The front lawn isn't big enough. The patio is too dirty. The garden isn't clean. There aren't enough windows. (Too many) It's too dark.
- A: But the inside is very nice. You'll love it.
- B: No thanks. We'd better go.
- A: Well, let's visit Apt. K-7 then.
- B: Do we have to take our shoes off?
- A: Yes. It's our (the Japanese) custom. Here, let me help you with this shoe horn.
- B: I don't like to take my shoes off. It's a nuisance.
- A: Let's go into the front room. Nice, isn't it?
- B: Well, won't our socks get dirty?
- A: No, Japanese keep their homes immaculate.
- B: Smells musty to me. Sort of a fishy odor.
- A: Really? Oh, I don't know why. (You must be imagining it.)
- B: No, I don't think so. Let's get out of here. I don't care to see any more apartments.
- A: Yes, here are your slippers.
- B: Thank you (very much).
- A: Shall we go in the main room?
- B: O.K. Is this the living room?
- A: Well, it's the living, dining, and bed room.
- B: What do you mean?
- A: We Japanese eat, relax, and sleep in the same room.
- B: Where are the beds?
- A: They are just mattresses that are folded up and put away in the closet. Look in here.
- B: Oh, I see. (I don't understand.)

Grammatical Grid for Apartment Inspection (1)

- | | | |
|---|--|--|
| B: Declar. + tag.
Neg. + tag.
Neg. + "want"
Neg. + suggestion.
Let's form.
Neg. + V + connector + colloquial
Let's form. | A: Polite command. Declarative
B: Negative question + necessity
A: Possessive + Declarative
A: Declar. + offer (DÖZÜ)
Acting as verb. (please)
B: Nominalization of verb + declar.
A: "Let's" form + declarative + tag.
optional "O" for fem. + ne
B: Negative question + Adj.
connector
A: Neg. declar. (+ connector)
+ declar.
B: Double adj. + declar. + particle
A: Exclam. + question. Idiom
"nantonaku" + neg.
B: Question form exclamative with
falling intonation. "Let's"
form. Declarative + particle. | A: Exclam. + dōzō as V.
B: Expr. of gratitude.
A: Let's form + fem "o" option.
B: Exclam. Question form.
A: Affirm. + tag. 3 subj. + Be
or pres. prog. V.
B: Question.
A: V connector "tari" + shimas "do"
B: Question.
A: Declar. V + connector
polite command.
B: Exclam. past tns V. (pres. tns. ne) |
| A: Questions + rising intonation
B: Adj. + "too much" V.
N + Adj. "too much" V.
A: Declar + connector of contrast "ga"
+ "Ki ni iru" idiom.
B: Negation by falling intonation of
declar. Let's form.
A: Exclam. + Let's form or V + connector
+ Let's form. | | |

Japanese Interactional Grid

- | | | |
|---|---|---|
| B: Rejecting role -- as judge. | A: Social norms in real estate agent role of requester. | |
| A: Countering questioning role | B: Questioning -- obeying social custom role -- as a foreigner. | |
| B: Countering response role | A: Judge role + suppliant role | A: Suppliant role |
| A: Acceptance role change and counter. | B: Rejecting counter role as judge | B: Applicant obeying social norms |
| B: Rejecting role.
Holds role as judge. | A: Return to agent - suppliant - guide role | A: Guide role |
| A: Acceptance role + holding role as agent-guide. | B: Continuance of rejecting role as judge | B: Customer role |
| | A: Defense -- counter to judge role | A: Guide informant role |
| | B: Countering rejection continuance as judge | B: Customer--foreigner role |
| | A: Rejecting role -- given up agent + com. suppliant role in exasperation | A: Japanese informant role |
| | B: Rejecting judge role
Commanding. | B: Customer role |
| | | A: Japanese + agent role |
| | | B: Complying nonjudgmental customer role. |

Japanese Transactional Grid

- | | | |
|--|---|---|
| B: Request rejected
Counter - strategy | A: Polite request + information
in order to sell (ultimately) | |
| A: Questioning strategy
(to keep door open) | B: Avoidance strategy | |
| B: Alternate Counter-strategy
Avoidance to terminate | A: Rejection of Avoidance
+ offer to ameliorate rejection | A: Alternative to avoidance
offered. |
| A: Acceptance strategy
Avoidance of termination | B: Counter-rejection. | B: Protocol response. |
| B: Rejecting -- Termination | A: Counter by ignoring rejection.
Request for positive reinforcement. | A: Request to show -- initiate
a selling strategy. |
| A: Acceptance + further door-
opening strategy to sell. | B: Maintaining of rejection. | B: Info request to continue
transaction. |
| | A: Directly addresses rejection
problem with informative
counter strategy. | A: Info granted as selling agent. |
| | B: Counter rejection to maintain
avoidance strategy. | B: Questioning for more (cultural)
info to maintain transaction. |
| | A: Rejection of avoidance strategy
switch from informative to attack
personal judgment. | A: Cultural info given. |
| | B: Rejection of agent -- terminating
strategy. | B: Question -- to get positive
reinforcement. |
| | | A: Reinforcement given
Guide strategy to sell. |
| | | B: Question frame termination. |

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In this scenario the rating of utterance length ranges from one syllable to twenty-four syllables in the right-hand column, and from one to sixteen in the center column. The syntactic complexity varies from "have to," a ten syllable utterance "nugana-kereba ikezasen." to "Ee"(yes). A rating of 4 is probable.

In the interactional dimension, it is certainly relevant and possible for a student to put himself into the shoes of the participants in the scenario, particularly so for the E.L.I. students. Accordingly, a rating of three is reasonable.

In the transactional dimension, the negotiations offer multiple options depending upon the personality traits of the scenario players. "Winning" and "losing" regarding the price and condition of the apartment can also be readily judged. A rating of three is appropriate.

Following this scenario is an expansion of this apartment hunting dialog into other emotional and bargaining avenues. The purpose of these added options is twofold. First, they should be written to heighten student interest. Students should be encouraged to write their own based on their own experience. Second, they should contain enough information to enlighten the students as to how phrases common in their language may be misinterpreted when put in the foreign language. Thus, they can learn and experience the metaphorical nature of a foreign language and how the transaction or bargaining is affected by the language and culture.

Scenario with Options (Apt. Inspection -2)

Japanese Surface forms

A: Kore wa daidokoro des.

B: Kirei des ne (naa).

B: Akarukute kirei des ne (naa).

A: Sō des ne.

B: Kono gasu wa toshi gasu deska yuropan gasu deska?

B: Demō skoshi semasugimas.

A: Toshi gasu des.

A: Sore hodo demo nai to omoimasuga.

B: Aa so deska.

B: Ofuro mo semai (chiisai) des ne.
Otearai mō.

B: Tana ga skunakute fuben des ne. (skunai naa)

A: Koko ni teburu to isu o okeba shokuji ga
ga dekimas ne.

B: Skoshi semakunai deska? Chotto semasugimas.

A: Sō deska?

B: Otearai to ofuro wa doko deska?

A: Kochira des. Ofuro mo gasu des. (ni arimas)
Nihon de wa otearai to ofuro wa wakareteimas.

B: Zubun chiisa na otearai to ofuro des ne.
Shawa wa doko deska?

A: Shawa wa tsuite imasen.

B: Dame des ne (naa).
(Aa sō deska.)

A: Mado mo atte akarui daidokoro des.

B: Demō Kurai des ne (naa).

A: Tokyo no yasui apato ga minna sō desu
ga motto takai no o mimashō ka?

B: Ee. Sō des ne.

B: It's beautiful, isn't it?

A: It is, isn't it?

B: But it's a little small.

A: I don't think it's that small.

B: The bath is also cramped, isn't it.
The toilet, too.

A: This is the kitchen.

B: It's bright and clean, isn't it.
B: Is the kitchen gas in propane bottles or
is it city gas?

A: It's city gas.

B: Oh, really.
B: There are very few cabinets and that's
inconvenient, isn't it.

A: If you put a table and some chairs here,
you can eat in the kitchen.

B: Isn't it a little cramped?
(It's too cramped.)

A: Oh, really? (I don't think so.)

B: Where's the bath and the toilet?

A: This way. The bath has city gas, too.
In Japan the toilet and the bath are
separated.

B: It's a really small toilet and bath,
isn't it? Where's the shower?

A: There isn't any shower.

B: That's no good. (Really?)

A: This kitchen has a lot of bright win-
dows.

B: But it's kind of dark, isn't it?

A: In Tokyo all the cheap apartments are
like this. So shall we take a look at
a more expensive apartment?

B: Yes, we should. (I guess so)

Grammatical Grid for Apt. Inspection 2.

A: Declarative.

B: Connector -te + declar. + tag.

B: Choice question.

A: Declar.

B: Affirmative question.

B: Neg. + -te + declar. + tag.

A: Conditional -ba + declar. +tag.

B: Neg. + question. Declar. + sugi.

A: Affirm. question.

B: Question + double subj.

A: Declar. + Declar. + Pres prog. V.

B: Declar. + tag. + question.

A: Pres. prog. V + neg.

B: Declar. + tag. (Affirm. quest.)

A: Connector -te + declar.

B: Declar. + tag.

A: Declar. + ga + no as substantive
Let's question.

B: Affirm. + agreement.

B: Declar. + tag.

A: Affirm. + tag.

B: Adj. + V-sugi.

A: part.-hodo + neg. + part.-ga.

B: Declar. + tag.

N + Part.-go.

Interactional Grid Apt. Inspection-2

B: Satisfied patient-customer role.

A: Accepting Agent role.

B: Judge-complainer role.

A: Agent-pacifier role.

B: Complaining patient role.

A: Guide role as agent.

B: Pacified patient role.

B: Questioning information seeker role.

A: Response as informant-guide.

B: Response according to social norms.

B: Unpacified patient role.

A: Informant-guide role.

B: Questioning unpacified patient.

A: Response according to social norm.

B: Questioning as patient.

A: Guide role + cultural informant.

B: Unpacified patient role.
Questioning role.

A: Guide role.

B: Patient as judge role.

A: Guide informant role.

B: Complainer-patient role.

A: Informant role and guide as questioner.

B: Role of patient yet to be satisfied.

Transactional Grid Apt. Inspection-2

A: Information in order to sell strategy.

B: Agreement.

B: Questioning alternatives strategy.

A: Alternative given.

B: Acceptance.

B: Complaint Strategy.

A: Avoidance Strategy.

B: Rejection of Avoidance.

A: Questioning of Rejection.

B: Avoidance.

A: Return to Information strategy.

B: Complaint strategy.

A: Information strategy.

B: Rejection strategy.

B: Acceptance strategy.

A: Agreement.

B: Complaint strategy.

A: Rejection of complaint.

B: Rejection strategy.

A: Additional info to sell given.

B: Complaint strategy.

A: Amelioration of complaint and avoidance question.

B: Acceptance strategy to maintain power.

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For this second set of options for the apartment hunting scenario, the utterance length varies from one to twenty-five syllables. The syntactic complexity is similarly varied from one syllable "Ee" (yes) to "sore hodo demo nai" (It's not that (small)). A grammar rating of 4 is again probable.

In the interactional and transactional levels, students may make infinite adjustments to the wording of the complaints, rejections, and compliant talk to mold the scenario language to their own particular mood. Thus, a rating of three or potentially four for both dimensions is reasonable. An interactional rating of 5 for a scenario is reserved for the role that fits a player's persona like a glove. Similarly a five for the transactional rating would be reserved for the scenario that was tailored for a particular group of students and generated much new knowledge of bargaining and of how to get what they want within the target culture.

Scenarios to be used in spontaneous role-playing or with previous rehearsal include the following sixteen scenarios.

Traffic Accident. (Advanced Scenario)

Many young Americans have been involved in traumatic traffic accidents by the time they enter foreign language courses in universities. Their inner desires related to what they really wanted to do in their own accidents to resolve that trauma to their satisfaction might be brought out. "Your wife has car accident -- can't speak English -- calls you up -- you rush to scene and then what do you say? Police officer says she made an illegal turn. Mr. S. says she is at fault. Witnesses, too. She says Mr. S. was speeding and not paying attention to her turn signal. He says it wasn't on.

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He's very adamant. She can't talk back due to her non-native English."

Body Shop.

S. takes his car to three unscrupulous body shops. S. wants the highest estimates possible -- they want the insurance company business -- so want to keep the price somewhat low. He doesn't intend to fix his car -- just to pocket the cash. Option 1: Offer bribe to get high estimates. Option 2: Talk up the poor handling, extreme damage to frame -- affluence of other driver and her insurance company. Auto mechanic does what? Takes bribe? Gives high estimate but charges fee? The car repair scenario can show students how to manipulate language so they know they won't be cheated when up against a mechanic-crook.

Settlement Strategies (for Oil Sheiks!)

How to talk with owner of home you're going to buy. How to complain about broken things that must be fixed before you buy it. Owner doesn't want to fix anything for you -- thinks you're stealing it from him.

Telephoning an Owner

How to call up former owner and ask about things broken that you just found out about. You say this apartment or home is dirty, noisy, has stinky kitchen and toilet, etc. The owner says that he'll fix it all. You start to move in -- find it's not fixed -- what do you say?

Job Interview Strategies

You want job in Personnel Department. Personnel interviewer wants to leave his position but hasn't told anyone yet -- so he

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can't tell you. On a grammatical level, this scenario can teach introductions and teach one how to talk about oneself. In the interactional dimension the social norms and role play behavior of the applicant responding to power are well defined. In the transactional dimension, request strategies of denial, acceptance and commiseration are readily available for use by students.

Travel Agent

You only have \$300.00 -- you want to get to San Juan and back in two weeks -- you might be able to scrounge up more from friends, but you don't want to. You need the best bargain you can get but you have a slipped disc. Travel agent needs to make his quota with your account, but doesn't have a \$300.00 flight at the moment -- he tries to delay you -- you change your mind. He has a special night rate on a cargo prop plane but knows it will be uncomfortable, especially for your bad back.

Restaurant

Old waiter in inexpensive restaurant is very nice, but slow -- he needs the work since Ronald Reagan cut off his Social Security. You recognize and appreciate the old man's genteel service but want speedier service since you are afraid you'll miss the beginning of the movie, but your wife doesn't care about the movie and likes the old man.

Hotel

Since the larger rooms have been overbooked, the clerk must get you into a small, noisy room when you want a larger, quieter room which you had reserved quite a while ago.

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Trespassing -- Court Scene

You and your friend trespass on grouchy rich man's lawn and take a dip in his pool. You are offered immunity from prosecution and are summoned to the court to appear before the judge as a witness, but the accused is a friend. Do you accuse your friend of crime and support the prosecutor or do you support your friend? Do you risk losing immunity from prosecution?

Boss/Employee

Boss wants employee to do more work. Boss likes employee, but boss should be demanding or genial? Employee wants boss to get off his back, but has a job waiting at lower pay. Should he quit? If he quits, will boss offer employee more money to get him back? What choice does employee make?

Apartment Neighbors

They play loud music -- you knock on their door and say what? They are getting ready for bed anyway but are slightly drunk and are not (or maybe are) in the mood for calming down a foreigner. The following can be rewritten in a transactional base as a winner/loser scenario.

Speeding Ticket

Police officer catches you for speeding. You know you were, but you think his radar was off. He knows it was off but is call-headed about it. He needs to catch you to make his monthly quota. You have to keep points off your license so you can keep your insurance down. This is also possibly a winner/loser scenario.

Broken Vase

You have spent the weekend in your roommate's parents' home

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and have slightly cracked an expensive vase. They haven't noticed it yet. Do you tell them or not, and how? If you don't tell them, they, six months later, mention it in passing. You reply, "Oh, that's terrible. How did it happen?" Or do you say, "I'm very sorry to have to tell you this, but I did it. I'll pay you for it."?

Rental Deposit

You try to get the apartment rental deposit money back from a poor landlord you respect and like very much. Superficially, he seems to like you, too, but is a little suspicious of foreigners regarding money. The participants in this scenario may be understanding or defiant depending on how the scenario develops.

Disorderly Conduct

You are accused of breaking the law-consumption of alcohol and disturbing the peace on Peoria's Main Street. In the first option, the police accost you but you convince them you're alright and shouldn't be booked. In the second option, you argue vehemently and are booked, go to court, call witnesses, hire an attorney, and let the judge decide.

Foreigner's Problems

Have the students jot down their own social, cultural, and daily life problems and put them, unsigned, into a "complaint box." Problems regarding dating, drinking, singles bars, strange music, apartment maintenance problems, financial problems, family problems, and automobile buying and upkeep problems could then be acted out based on the students own inner needs and ability to cope.

After the scenarios have been selected for suitability for each particular group of students, the "counselor" can give each

pair of students who will perform a three by five card describing the situation from each point of view and the conflict or dynamic tension prompts. Each card is different and does not reveal the other's conflicts. Cues on the cards are complementary or conflicting to set up the dynamic tension. The students may be asked to perform the scenario spontaneously, be given one to five minutes of preparation, or may be given as much time as they need to prepare the scenario to their satisfaction. The performance follows.

Once the scenario has been presented, the class can decide in the debriefing stage what the roles were, how each person filled his role, go over the informational content of the scenario, and discuss the interactional and transactional levels. Disagreement as to the best way to carry out the transaction is to be encouraged. The students can talk about other options and act them out. This "debriefing stage" can include correction on all levels, phonological, syntactic, interactional, and transactional, but care must be taken not to overcorrect or to criticize a student's interactional or negotiating ability. If the students feel a genuine need for it, any manner of older methodologies may be used in this post-performance stage, including pattern practices, pronunciation drills, contrastive analysis, and grammar-translation, but only if that's what it takes to satisfy the students' own perceived needs, whether real or imaginary.

In the in-country natural language classroom, debriefing could take place after the end of weekly negotiation sessions or after actual trips were made to a variety of stores: used furniture stores, used car dealers, bicycle stores, card shops, travel agencies,

real estate agencies, notary publics, department stores, and newsstands.

These trips would require the cooperation of the salespeople in order not to become merely perfunctory exchanges. The creation of options lightens dynamic tension in a successful scenario; the student conquers a problem and the ensuing satisfaction assists his memory of the language used, "striking deeply" in Earl Stevick's words.

Striking deeply may also be furthered by scenarios based in the interactional level. Students may be able to place themselves within the roles more easily if the scenarios are written up with the interaction as the focus. This variation would ideally use the group dynamics already present in the student group with the teacher as another group member-counselor. If the group is at ease and is relatively open with each other, an interactional focus could be more suitable for the creation of genuine interactions at a linguistic level in the L_2 above that of the student's level, and could make the students feel comfortable while performing more difficult material. This is crucial from the perspective of Krashen (1981). The affective filter must remain relatively low for input (the comprehensible scenario) to become intake. The great stress on tailoring the role play to each student's personality is placed with this in mind in SI.

Transactional scenarios

Scenarios based in the transactional dimension would put the focus on negotiation, but would also contain a strong interactional component. These transactional grid-based scenario formats seem to

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be superior at creating dynamic tension, at least at the elementary and lower intermediate levels. For advanced students, freely produced spontaneous scenarios with tension prompts added by the counselor are clearly the best. An example of an intermediate level "winner-loser" framework follows.

Negative Options

Can't you make the price lower? Don't you have anything else? I guess I'll have to go somewhere else. That's not quite what I had in mind. It's a little too ---. (big, small, heavy, light) What's the best deal you can give me? Can't you give me a better deal than that? I guess I'll have to take my business to Sears. Oh, well then, can I charge it?"

Positive Options

"Yeah, I guess so. I guess I'll take it. How much is it? Oh well, I didn't think I'd get exactly what I wanted, (the price I wanted). I guess I'll have to settle for that, if that's the best you can do. That's high, but it seems to be the going price around here, doesn't it? That's a good price, isn't it? Oh. Uh-huh. Thanks (I guess) That's the only thing wrong, but that's ok I guess."

Positive Aggressive Options

"Boy, do I have a deal for you! You won't believe it. One time only just for you. You don't have to make up your mind now, but it may not be here tomorrow. You can order it today and then if you change your mind during the grace period (30 days), we'll refund your money. Sign right here. You don't have to pay a cent now. Have a nice day. God loves you! (and I do, too)."

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Other Negative Options

"So, maybe I could help you? Gee, I don't know. Maybe you could ask my manager. He's around here somewhere. Gosh, I never thought of that. Oh, you think so? Well, I don't know for sure, but I don't think we could get you a discount on it. That's impossible! Yeah, you can take your business elsewhere. That's the only thing you can do. Oh yeah, sure, you go right ahead."

Transactional focus scenarios that are not buy-sell transactions.

In Goffman's article, "Footing," (1979) a presidential news conference is reported from a Philadelphia Bulletin account. President Nixon is quoted as saying to Helen Thomas, a reporter, "Turn around.", when she wore a pants suit. She did and Nixon asked, "Do they cost less than dresses?" Thomas: "No." Nixon: "Then change." This was said to laughter from the other reporters--all male. Nixon maintained this winning negotiation through his power over the reporters. Based on what we know now about Nixon, this power exercised through transactional negotiations was one of his primary joys in office.

Another transactional level scenario could take place in a singles bar. For example, the WILMER could say, "Hi, my name's ---. What's yours?" The addressee (female?) has multiple options, among them, "Get lost!" "My date's here.", or her name. If she says her name, "Can I get you a drink?" is a possibility, with "Thanks" or "OK" or a brushoff as an answer. Another likely opening is "Do you wanna dance?", again with multiple acceptances or brushoffs as a result. Many options are possible depending on the relative attrac-

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tiveness and negotiating skill of the participants.

A third winner-loser scenario that is not buy and sell and has a strong interactional component is a father-son conversation while repairing a car.

F: Get me the ratchet wrenches.

S: OK.

F: Now, hand me the screwdriver.

S: OK.

F: No, not that one. The Phillips.

S: Sorry.

F: Now, you hold on to the screwdriver as hard as you can, and I'll turn the wrench, OK?

S: OK.

F: Hold on tight, dammit!

S: OK, OK, I'm trying.

F: No, you're not.

S: I am. I sure am.

This same power relationship can be seen in conversations with auto mechanics who never seem to give up their "halo" of expert knowledge; even when they know the car owner is right! This negotiating power, intimately connected with the role, creates dynamic tension and furthermore can create sustainable interest and motivation on the part of the students.

Conclusion

This categorization of scenarios is based on the information load, the interactional value, and the transactional or negotiating

value. Previously, all scripts were based in grammatical artifact. Both students and teachers have paid dearly through hours of boredom and years of stultifying stagnation in their foreign language learning.

Strategic Interaction bases believable role-playing in real-life roles and transactional negotiating that packs dynamic punch; once released this gives satisfaction to the participants and transfers the L_2 learning into acquired, internalized knowledge. SI, in this author's opinion, is the most desirable path yet devised towards acquiring languages while at the same time expanding cultural knowledge, especially knowledge of negotiating pragmatics.

The author sincerely hopes that this paper will further the development and dissemination of Strategic Interaction, the best way of many ways discovered so far.

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